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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade: Kinder** | | **Unit: How the world works (Maths –Agenda)**  **PATTERNS** | | | | | **Driving Supporting X Discipline-Specific** | | | | |
| **Modality**  **X Visual**  **x Kinaesthetic**  **Auditive** | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  **X Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **X Checklist**  **Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:**    **NUMBER:** Extends given patterns both sides.  Identifies 3 D shapes  Identifies numbers up to 30 | | | | | | **Skills: Thinking** (comprehension, analysis, application) | | | | | |
| **Materials:**  Concrete material, toys, manipulatives | | | | | | **Grouping**  Individual  Pairs  **X Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  **X Stations** |
| **Date:** week 22 (**Feb. 7-11**) | | | **Time:**  25 min in each station, 2 periods. | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the class according to flexible grouping and explain what to do in each station. The student will be able to recognize, create, and describe various patterns.  The child will understand patterns and look for them throughout their mathematical experiences. | | | | | | | | | | | |
| **Main Activity:**  **1.Station: PATTERNS (Recognition/ Scaffolding):** we would begin our lesson on patterns by showing and asking the children recognize patterns that the teacher has (non patterns and patterns). Toy animals, 3D shapes, clothing, numbers, etc. could be used as examples. Teacher always asks WHY. Through this sharing activity, we would ask the children to explain what a pattern is or what a pattern is not, and also define them in words that the children could understand because they would be doing the explaining.  The teacher would have different object patterns but with the same rule, for example  and  and show them to the Children and they should recognise the rule behind the objects it doesn´t matter the material, the most important thing is **THE SEQUENCE.** They can match the patterns with the same sequence in the patterns showing by the teacher.  The teacher will give to each child a pattern and they have to extend it to the left side.  Assessment in this lesson could be done while the children are extending the pattern given.  Assessment would be informal as the teacher would need to look for understanding of the concept of patterns and if they are able to continue the sequence to the left side. | | | | | | | | | | | |
| **Tier 1: The complexion can be focused upon the material given and with the 3 or 4 variable’s use.** | | | | | | | | | | | |
| **Tier 2 :** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |